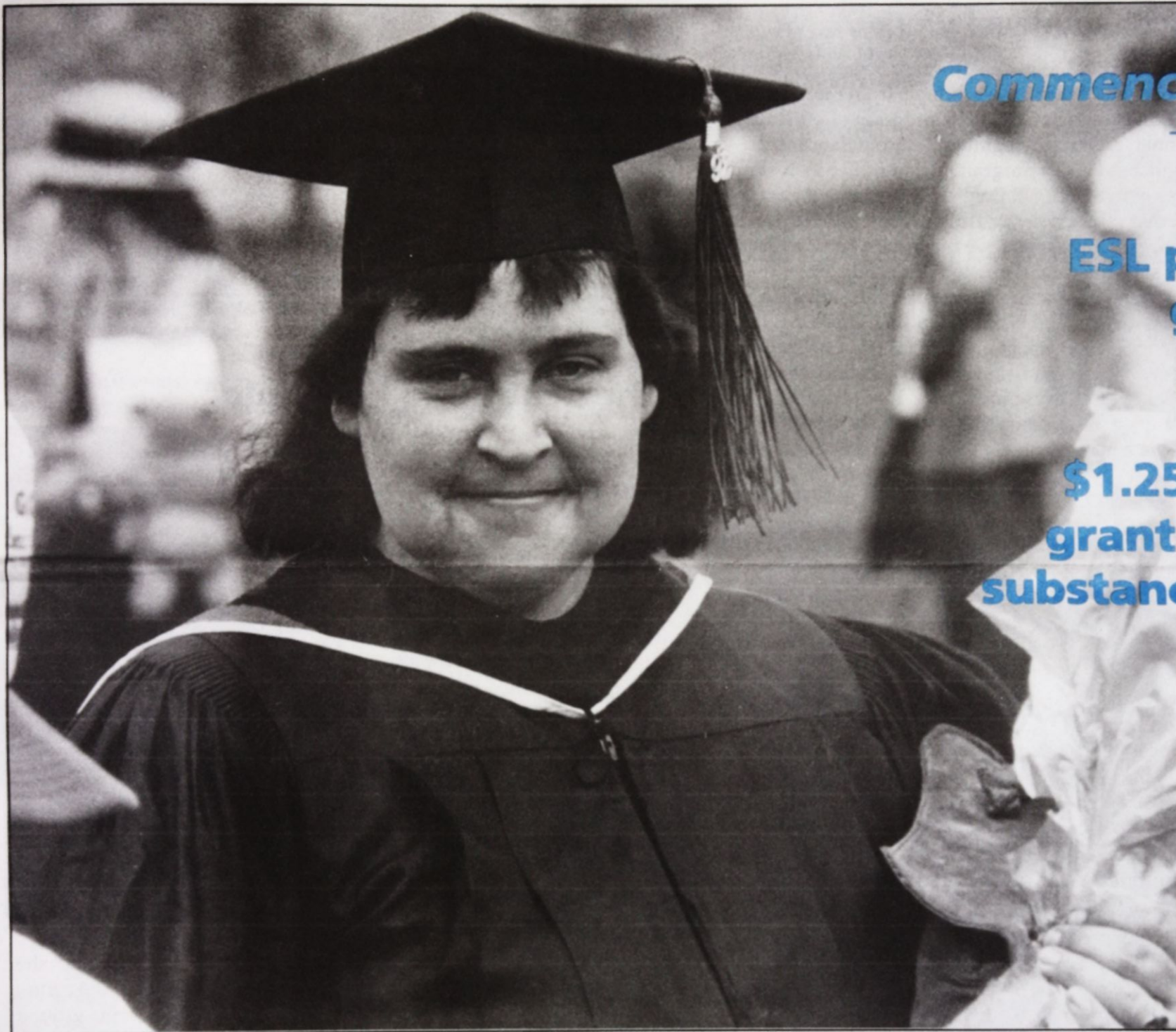


GCCNews

A PUBLICATION OF GREENFIELD COMMUNITY COLLEGE, GREENFIELD, MASSACHUSETTS, SUMMER 1992



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ESL

GCC's English as a Second Language program is unusual in that it prepares students for college-level work

The English as a Second Language program began ten years ago with about five students. Since that time, students from more than 25 countries have taken ESL classes at GCC. The program offers four levels of classes: beginner, advanced beginner, intermediate and advanced. What distinguishes GCC's program is that rather than simply teach students to speak conversational English, it prepares them for the college classroom. In that respect, says Carolyn Nims, an ESL professor and founder of the program, "we're unique in western Massachusetts."

The program's staff this year consisted of Coordinator Kit Carpenter, several part-time instructors, a staff of tutors and a language lab manager. The ESL courses teach writing, reading, speaking, listening, grammar, vocabulary development and test taking, especially the TOEFL (Test of English as a Foreign Language) required to transfer to any four-year institution. Each course includes a three-hour lab.

The program served 66 students this year and is expecting more in September. Here are profiles of some of this year's students:

Jorge Alfaro studies English and computers while El Salvador rebuilds

Name: **Jorge Alfaro, 22**
Native country: **El Salvador**
Years in U. S.: **3**
Years at GCC: **1**

Jorge lives in Amherst. He decided to move to the United States in 1989 to escape the civil war that was engulfing El Salvador at the time. He has two sisters in the area, one a graduate of the University of Massachusetts. "I feel great here," he says of GCC.

Though he was somewhat protected from the effects of the war by moving to San Salvador in 1982 and enrolling at a private military school—the war was much worse in small, rural areas, he says—it was nonetheless a factor in his moving. His parents, two brothers and a sister still live in El Salvador, and now that the war has ended he says he would like to go back to visit his family, "but I don't want to live there. Right now there's no jobs, there's nothing—the country has to

completely rebuild."

He works nights at a restaurant in Hadley and will attend regular college classes in September, taking math, English and computers. He wants to major in computer science.

The ESL program "is great," he says. "It has helped me a lot. The way they teach is perfect. It's up to us whether we want to learn. You've got to practice, you've got to study."



ESL Coordinator Kit Carpenter



Carolyn Nims started the program.

Rocio Baltzer: program "the best thing I ever did"

Name: **Rocio Baltzer, 38**
Native country: **Ecuador**
Years in U. S.: **7**
Years at GCC: **3**

Baltzer, who lives in Conway, has completed the ESL program and is now studying "a little bit of everything." She has a sister in the area and, although she had never cared much for the U. S., she during a visit felt that western Massachusetts was "prettier than Ecuador" though "of course you have your own country and the goal is to get back." Most of her family still lives in Ecuador.

The political situation in Ecuador is more stable than in many neighboring countries, she says, though she has mixed feelings about the reasons. "The military keeps firmer control in Ecuador," she says. "They do what they have to do. That's the problem in the countries of the Third World—poor people want more, and guerilla groups form, and then the military has to take control of the situation."

She took ESL course for two years, and has been taking classes on a part-time basis since. "I just want to open my mind a little more and learn more English, too," she says. She has two children, a 17-year-old boy and a 12-year-old girl.

She says the ESL program "is great. In the beginning I was scared and lonely and had no social life because of the language barrier. GCC's program was the best thing I ever did." She says GCC is becoming more popular because of its ESL program. The demand, she feels, "is unbelievable."

She eventually will transfer to the University of Massachusetts.



Sone Thac eventually plans to return to South Vietnam as translator

Name: Sone Thac, 25
Native country: South Vietnam

Time in U.S.: 3 years
Time at GCC: 2 years

Sone is actually a Cambodian born in South Vietnam in an area that once belonged to Cambodia. As an ethnic Khmer Krom, Sone was in some danger from South Vietnam's Communist leaders in 1985. Numerous Khmer scholars and intellectuals were jailed or killed, and some escaped. Since Sone was studying the Khmer language in temple he was considered at risk and had to escape.

He traveled to Cambodia's capital city of Pnom Penh and lived there for six months before journeying to the province of Batambang. He told police at various stations along the way that he was intending to visit a relative there, but in one instance was detained for several hours, forced to strip and threatened with being sent to jail back in South Vietnam. To his relief he was finally released and made it to his destination in Batambang.

After three weeks there he



found someone to take him to the Thai border, saying that he wanted to become a soldier. He spent a month in a nearby town before beginning the journey with about 40 other refugees. Traveling by night and day, the group had to avoid both Vietnamese and Cambodian troops who were fighting each other and patrolling the Thai border. Only 15 people survived the trip.

Sone spent two years in a Thai refugee camp, penniless,

studying English, before he was finally accepted for immigration to the United States by the American embassy "on November 16, 1988".

He was then transferred to the Philippines where he underwent a cultural orientation and ESL training for six months. He arrived in Houston, Texas, on August 22, 1989, he says, and

spent two months living in a YMCA there and then nine months "looking for work" in Austin. Friends told him about GCC and he came to live in Northampton in 1990.

This year he took just ESL courses, but his long-term goal is to major in the liberal arts. Eventually Sone hopes to return to South Vietnam as a translator.

Sokleap Vec escapes Cambodia, finds learning English "difficult"

Name: Sokleap Vec, 23
Native country: Cambodia
Time in U.S.: 2 years
Time at GCC: 1 year

Sokleap left her home in Cambodia in 1986 because of the war between several factions attempting to govern the country, including the Khmer Rouge, whose leader, Pol Pot, killed tens of thousands of Cambodians during his reign of terror in the 1970s. Sokleap managed to follow a friend to a refugee camp in Thailand, encountering many hardships along the way, traveling night and day for two months. When they were nearly there, Sokleap and a group of about 15 fellow refugees were attacked by robbers, who shot one man and cut off the leg of another. She remembers holding on to her mother and feeling afraid of losing her, but eventually the robbers left them and they were able to resume their journey.

The refugee camp where Sokleap was to spend the next three years was "big, but fenced in, and Thai soldiers would shoot you if you got out." She and the rest of the camp's residents lived in bamboo houses, and Sokleap describes it as "very difficult." After the American embassy finally agreed to accept her petition for political asylum, Sokleap was able to leave the camp. She spent two months in Chounburi, a province of Thailand, and then five months in the Philippines before coming to the United States. She managed to study some English at all of these locations, but the instability and harsh conditions made the entire experience extremely disruptive and difficult.

She now lives with her mother and son, who turns three in June, in Northampton. She has taken just ESL courses this year, but plans to enroll in the liberal arts program, and would like to become a nurse or a teacher. She has found it "very difficult" to learn the English language, but feels very positively about the ESL program.



Ming Chu ponders future

Name: Ming C. Chu, 27
Native country: Taiwan
Years in U. S.: 4 1/2
Years at GCC: 3 1/2



Ming's parents moved to South Deerfield nearly eight years ago and began working at Chang's Farm. Now, though Ming's father has since died, the family owns their own laundramat in Amherst.

Ming's first two semesters at GCC were spent exclusively in ESL classes, and now he has one more semester to complete his associate's degree in industrial technology. Eventually he plans to go to a four-year college, but will have to work to raise the tuition first. He's not certain about his long-term future. Traditionally, he notes, Chinese children stay with their family, but he is not sure he wants to remain in the area. He has two sisters and a brother plus his mother.

He calls GCC's ESL program "wonderful. Kit (Carpenter) is a wonderful teacher." He would like to see the college offer ESL courses in the summer, since he feels that "a lot can be forgotten between May and September."

Working with ESL students "especially gratifying," says tutor

Kimberly Smith, who received her associate of arts degree in liberal arts this June, began working as an English as a Second Language tutor in September 1990. She found the experience to be "fascinating and educational. You learn a lot about other cultures, and it's very gratifying—as is any kind of teaching that can help people lead better lives." Working with ESL students, she says, "is especially gratifying, because these people are truly strangers in a strange land."

Smith began tutoring soon after she took her first class, a survey of children's literature, with Carolyn Nims in the spring of 1990. After the class, Nims asked her if she wanted to tutor ESL students. Smith, who calls teaching her "true love," was initially apprehensive, but agreed to try it. She then completed the day-long tutor training that both new and returning tutors attend before the beginning of every semester. The Learning Assistance Center staff provides training which consists of role playing, demonstrations of several types of tutor-

ing (including how not to do it), information sharing, and exercises designed to make tutors feel comfortable taking the initiative with and gaining the confidence of their students.

During Smith's first day working with ESL instructor Nancy Forrest, she was confronted with "a lot of names I had never heard before." She was provided with a daily lesson plan that utilized workbooks, a writing lab and tape recorders. Once she began working with the students on her own, her nervousness disappeared. She quickly became absorbed in helping students improve their grammar, vocabulary and speech.

Unlike most of the Learning Assistance Center's tutors, ESL tutors work with groups in the classroom, rather than one-on-one. During her two years as a tutor, Smith typically worked with groups of three to 12 students from a variety of countries. This spring, she worked exclusively with five students from Russia.

"It's been a wonderful way to meet new people," she says.



Kimberly Smith

Peer tutors "help students learn how to learn"

Program one of several provided by Learning Assistance Center cited as "exemplary" by Mass. Department of Education

The peer tutoring program is one of several services provided by the Learning Assistance Center on the college's fourth floor. Between 50 and 60 student tutors are hired each year by the center to provide free tutoring to any student who requests it. During the fall 1991 semester, 575 students received tutoring.

Student tutors are trained on an ongoing basis. The process begins when a potential tutor is recommended to the Learning Assistance Center by a faculty member. The student is then interviewed by one of three staff coordinators: Hannia Gonzalez for mathematics, Mary Ellen Kelly for English, or Michael Bathory for other subjects. During this meeting, the coordinator explains the program's philosophy, evaluates the student's interest and time commitment, and describes the full range of Learning Assistance Programs at the college. In addition to the staff coordinators, Professor of Psychology Arthur Hannan and Professor of English Phyllis Nahman meet with and help train students for the program.

Once selected, both new and returning tutors attend a day-long training session in August and January. After they start tutoring, they meet weekly with their coordinator and a counselor

throughout the semester to continue their training, ask questions, raise concerns and share strategies. Many students who become tutors were once tutored themselves, says Jane Lerner, coordinator of Learning Assistance Programs.

The philosophy of the program, she says, is for peer tutors to encourage and empower students. "Our goal is for tutors to equip students with the skills necessary to solve their own problems. The tutor's role is to help students learn how to learn."

The Learning Assistance Programs provide a range of services to help students "improve their study skills, build confidence and clarify goals," says Lerner. All services are confidential and free of charge. In addition to tutoring, they include counseling, career planning, services for students with disabilities, writing and math assistance and human development courses.

This June the programs were cited as "exemplary" by the Division of Occupational Education of the Massachusetts Department of Education. A description of the Learning Assistance Programs will be included in the 1992 Massachusetts Vocational Technical Program Performance Report which will be submitted to the U. S. Department of Education in December.

ESL courses offer refresher for Maria Ruiz

Name: **Maria Ruiz, 23**
 Native country: **Puerto Rico**
 Years in U. S.: **All of her life**
 Years at GCC: **One semester**

Maria has lived most of her life in New Jersey and Philadelphia. She is a U. S. citizen, and her spoken English is good. Yet when she decided to go to college, she was advised to take some ESL courses first since she had been out of school for some time.

"I wanted to get out of the house and do something with my life," she says about her decision to enroll in GCC. She took psychology and math as well as two ESL courses this spring. She's very happy with the

ESL program. Ruiz intends to major in liberal arts at GCC and then transfer to a four-year institution. Ultimately, she wants to study law.

She lives in Amherst with her mother, brother and three children, aged five, four and two-and-a-half.

The ESL courses, she says, "refreshed my memory of all of the things I had forgotten."

Maria Ruiz



New nursing program to open in Northampton

Starting in September GCC will begin administering a Licensed Practical Nursing Certificate Program at Smith Vocational High School in Northampton. Initially, the program will admit 30 students.

The change in administration was negotiated this winter after officials at Smith Vocational approached GCC about taking over the program. The transfer was approved by the Massachusetts Board of Registration in Nursing and the state Higher Education Coordinating Council this spring. The college views the program as a cost-effective retraining opportunity that will supplement its heavily enrolled associate degree nursing program. In addition to providing a certificate program to individuals seeking the training necessary to earn licensure and assume posi-

"Open College" scheduled August 18

Mark your calendars for Tuesday, August 18, from 9 a.m. to 3 p.m. That's the date of "Open College," a day-long series of classes, tours, information sessions, special events and entertainment provided free for the entire community.

"Open College" is designed to encourage people to come visit the campus and experience first-hand what GCC has to offer. Visitors will be able to attend special classes and visit a number of programs on campus, from financial aid to health services. Lunch will be provided.

tions as practical nurses in area health care settings, says Marget Craig, director of the nursing program, "the college will facilitate entrance for graduates who desire to enroll in GCC's associate degree program."

The college plans to hire R. N. Virginia Wahl of Northampton as coordinator of the Smith Vocational-based program. She comes to GCC from the faculty of American International College. She received her bachelor of science degree in nursing from the University of Bridgeport and a master of nursing science degree from Hunter College, City University of New York.

Students in the new program will be expected to take classes one day a week at GCC, and the remainder at Smith Vocational School. The program will use the Cooley Dickinson Hospital in Northampton, the Hampshire County Long Term Care Facility in Leeds and possibly other nursing homes as clinical training sites. The 40-week program will involve "at least 30 hours a week of classes, labs and clinical practice," says Craig.

The 30 students admitted for September will be laid-off workers being retrained under the state's Industrial Services Program.

The nursing program signed cooperative agreements this year with several other area institutions as well. They include:

- The formation, with the University of Massachusetts at Amherst and Berkshire, Holyoke and Springfield Technical community colleges, of the Western Massachusetts Public Nursing Education Consortium (WMPNEC). Its mission is to "create a seamless pathway for nursing education within Western Massachusetts," says Craig, through closer working relationships among the participating institutions and with area healthcare facilities.

- Toward that end, the college completed a new general education/nursing articulation agreement with the University of Massachusetts.

- The college signed a new articulation agreement with Thompson School for Practical Nursing in Brattleboro to facilitate Thompson graduates' transfer to GCC.



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Commencement 1992!

A record 405 degrees and certificates awarded

More than 400 degrees and certificates were awarded at annual commencement exercises Sunday, June 7, an all-time high. Students LaWanza Brewington of Turners Falls and Valina Sperato Carpenter of Greenfield addressed the graduating class in ceremonies on the campus lawn.

Brewington, the student representative to the Greenfield Community College board of trustees, received her associate of arts degree in business administration transfer. She was president of the student multicultural club and a charter member of the GCC chapter of the Phi Theta Kappa National Honor Society. Carpenter, outgoing president of the student senate, was also a member of Phi Theta Kappa. She received an associate of arts degree in liberal arts, and is transferring to Smith College in September.

The 405 degree and certificate recipients are 15 more than the college's previous high of 390, established in 1977 and matched last year. Other highlights from the graduating class included:

- A total of 64 students graduated with honors. Students must earn a cumulative grade point average of 3.50 or higher and complete at least 30 credits of coursework at GCC to be eligible.

- Nineteen graduates were accepted at Smith College, including 15 Ada Comstock Scholars. Among the other colleges GCC graduates have been accepted to are Amherst, Babson, Bennington, Elms, Mount Holyoke and the University of Chicago. All but three of the 79 transfer applicants to the University of Massachusetts have been admitted.

- Twelve student received more than one degree or certificate. Among them was Laura Jean Allen of Leverett, who received two certificates—in office assistant and word processing—and an associate's degree in liberal arts.

- William "Dirk" Mayhew of Greenfield, who is transferring to the Massa-

chusetts Institute of Technology, was one of three students receiving associate degrees who graduated with 4.0 cumulative grade point averages. In addition to Mayhew, an engineering science major, graphic design major Linda Berube of South Deerfield and liberal arts major Robert Hurwitz of Greenfield also earned 4.0 GPAs. Steven Girouard of Williamsburg and Victoria Smith of Whately, who received business microcomputer applications certificates, also graduated with perfect GPAs.

- The graduating class included two students who studied off and on since the mid-1960s. Richard Baker, a business administration transfer major from Shelburne Falls, first enrolled in 1964. Alice Belle Lord of Northfield, who graduated with honors in the liberal arts, began her GCC career in 1967.

- Kathryn LaRose, a liberal arts major, is the wife of Dan LaRose, professor of psychology and director of Project TEME. She is the third member of the family to graduate from GCC: Dan graduated in 1965, and their oldest son, Jason, graduated in 1991. Another son, Aaron, is presently a GCC student. Kathryn LaRose began taking courses at GCC in 1972 and has persevered through both the day and evening division. She is a recreation therapist at the Franklin Nursing Home.

Degrees and certificates were conferred by President Dr. Katherine H. Sloan, Dean of Academic Affairs Dr. Ira Rubenzahl, Chairman of the Board of Trustees Charles E. Ramon, Director of Admissions Donald Brown, and Director of Student Life Merryl Sackin. The invocation and benediction were delivered by Dr. Federico Aguir, professor of speech. Commencement marshal was Professor of English William Sweeney. Faculty marshal was retiring Professor of Art Margaret Stein. Ushers were the incoming student trustee, Naomi Blasini, and the incoming president of the student senate Scott Schmith. Music was by Chester Brass.



Commencement speaker Lawanza Brewington, above left, the outgoing student trustee, and student Ella Washington.



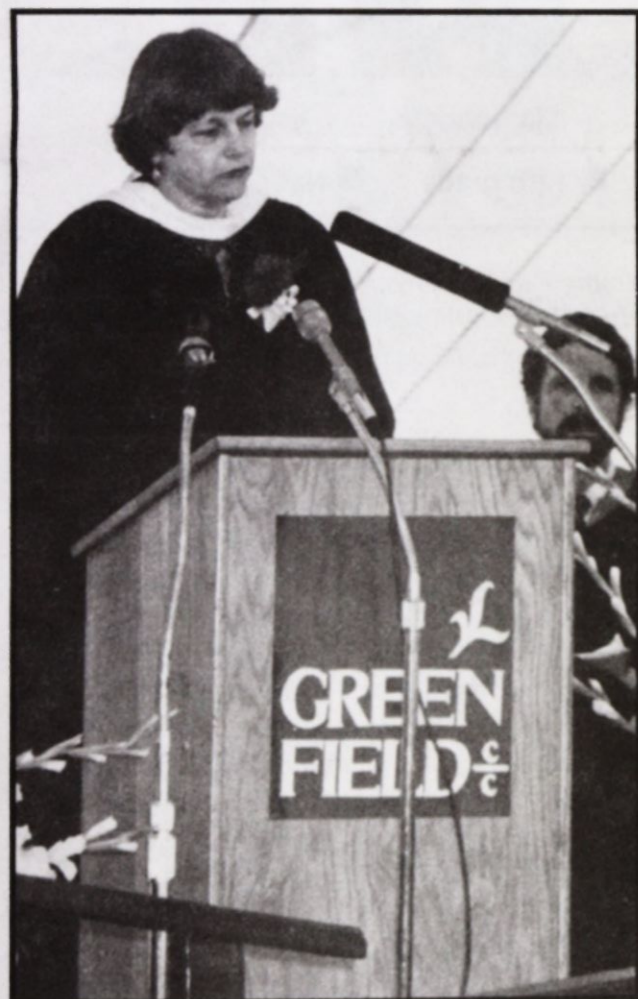
Commencement speaker Valina Sperato-Carpenter, outgoing president of the student senate, will transfer to Smith College in September.



Graphic design major Susan Andrews gets a helping hand.



Director of Admissions Donald Brown presents the associate of arts degree to his son, Craig, who majored in liberal arts.



President Katherine Sloan gave welcoming remarks.

Retiring Professor of Art Margaret Stein received a standing ovation upon being conferred emeritus status. Greeting her on stage were, left to right, President Sloan, Donald Brown, Dean of Academic Affairs Ira Rubenzahl, Dean of Continuing Education Robert Keir, and Dean of Administration Charles Carter.



\$1.25 million Tri-County grant aimed at reducing substance abuse

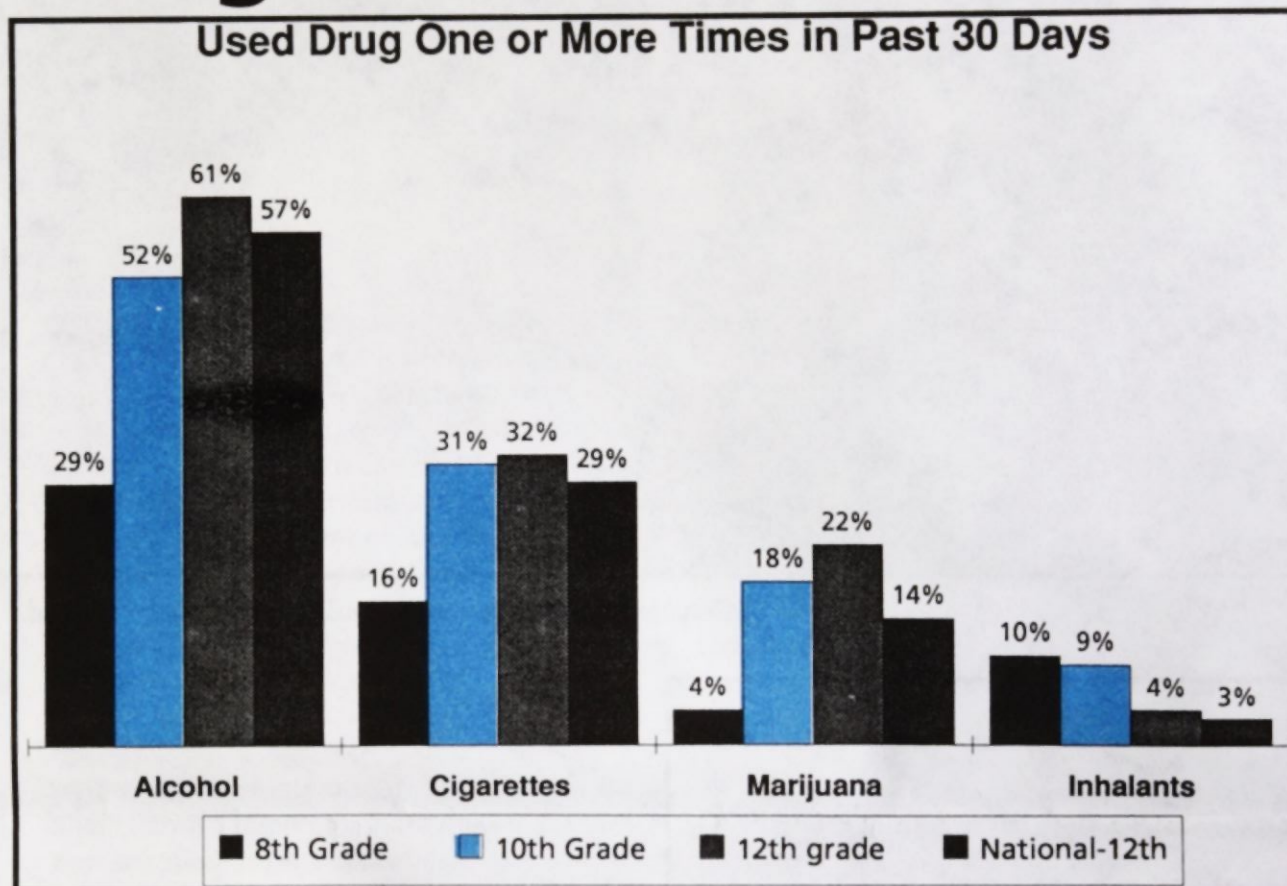
Under the direction of Judy Sopenski, the college has recently become the lead agency for a federal substance abuse prevention grant called the Tri-County Partnership. The partnership's mission is to reduce substance abuse and create healthier communities in Berkshire, Franklin and Hampshire counties. The project's strategy is to work with each county in developing local community groups to look at these issues.

The lead agencies for the program are the Berkshire AHEC (Area Health Education Center), the Franklin County Commission, and the Hampshire County Health and Human Services Commission. The Donahue Institute at the University of Massachusetts is its evaluating team. The approximately \$1.25 million grant, awarded by the federal Office for Substance Abuse Prevention (OSAP), lasts through December 1995.

The grant came to GCC following the close of Multi-Service Health Services in Northampton this January. Multi-Service Health had administered the grant until then.

The OSAP grant means a new title and responsibilities for Sopenski, who was hired to direct the college's Project ADAPT (Alcohol and Drug Abuse Prevention Training) program in October. She is now program director of the Tri-County Partnership grant. Sopenski is a graduate of Bowling Green University in Ohio and received her master's degree in education from City College of New York. Prior to GCC, she was a health educator at the Beacon Clinic in Greenfield from 1985 to 1988, and education director of Prevention One, located at Multiservice Health Services, from 1988 to 1990. She spent a year working with the OSAP grant when it was based at Multi-Service Health Services, as its community resource coordinator.

The goal of the Tri-County Partnership is to create a prevention plan across the region. A survey of alcohol and other drug abuse among young people of greater Franklin County completed in April (similar studies are nearing completion in Berkshire and Hampshire counties) revealed a number of disturbing patterns, including: the community norms among high school students are above the national average, legal drugs are the dominant ones, and alcohol and other drugs are used at



A survey of "Alcohol and Other Drug Abuse Among Young People of Greater Franklin County" completed in April by the Greater Franklin County Community Partnership of the OSAP Tri-County Partnership reveals regional patterns of use above the national average. More than 700 young people from 30 towns responded to nearly 200 questions in the survey.

early ages, in binge fashion, and largely outside of the school system.

The way to change this, says Sopenski, is to develop a comprehensive prevention plan and offer trainings and technical assistance to local grass-roots groups working to change community norms. "Treatment focuses on the individual," she says, "while prevention looks at environmental conditions such as high unemployment or underemployment, or school budgets failing to address the issues."

The history of prevention since the early 1970s, she says, has evolved from scare tactics ("Marijuana will make your hair fall out") to objective information ("People better understood the nature of the LSD they were taking!") to the notions of alternative activities ("... for which kids continued to take drugs") and "responsible use" ("Next to impossible to teach ..."), and finally to comprehensive decision-making, which deals with such issues as a person's self-esteem, coping skills, infor-

mation and teaching resistance.

Sopenski says that two things that are known about how to reduce alcohol and tobacco use among the young are to raise its cost, and to change community norms (such as how people celebrate and mark rites of passage). "Community development is primary prevention," she says. The Tri-County Partnership will work to identify local groups of citizens and their allies to help change those norms. She cited two examples that the group has funded already: the creation of a basketball league in Pittsfield's Pitt Park, a notorious spot for drug deals, and prevention training for advanced scouts in the Pioneer Valley Boy Scout Troop.

Sopenski invites people who are interested in learning more about substance abuse and strategies for communities to reduce it to call (413-774-3131, extension 363) or stop by her office on the second floor.

College marks MacLeish centennial

One would expect the library, papers and personal effects of a three-time Pulitzer Prize winner, Librarian of Congress and Assistant Secretary of State to be kept at some distinguished four-year college or a major university. But the only major collection of books, photographs, recorded interviews and other memorabilia of the late Archibald MacLeish can be found in the library of Greenfield Community College.

Few, if any, literary figures of the 20th century can match MacLeish's long list of accomplishments. In addition to his Pulitzer Prizes for *Conquistador* (1933), *Collected Poems* (1953), and the verse play *J. B.* (1959), he was awarded the Bollingen Prize for Poetry, two National Book Awards, and the National Medal for Literature during his lifetime. He even received an Academy Award for the motion picture *The Eleanor Roosevelt Story*, based on his book, in 1966. But MacLeish had an equally distinguished career as a statesman, serving as Librarian of Congress and Assistant Secretary of State from 1939-1945 under President Franklin Roosevelt, and playing an instrumental role in the creation of UNESCO, the United Nations Educational, Scientific, and Cultural Organization founded after World War II.

The story of how the MacLeish Collection ended up in Greenfield Community College is one of passion and persistence. Despite never having met him, faculty members Bernard Drabek and Helen Ellis, now retired, set out in 1974 to interview MacLeish at his nearby Conway, Massachusetts, home, where he lived from 1928 until his death in 1982. The project was plagued by numerous delays and took more than a decade to complete, but the results were eventually published as a book, *Archibald MacLeish Reflections*, in 1986 by the University of Massachusetts Press.

Gaining the trust of MacLeish was the biggest obstacle confronting the two would-be interviewers, says Drabek, as the great poet vacillated about the scope and nature of the interviews, at one point completely changing his mind about the project just three days before a major NEH funding proposal was due. Drabek and Ellis persuaded him to stay the course, and funding was eventually secured. But other problems surfaced: at one point faulty taping equipment forced the interviewers to redo an entire interview after

they discovered it had not been recorded the first time; to their great relief, MacLeish patiently complied.

The interviews cover major periods of MacLeish's life: his years living in Paris in the 1920s, as an editor for *Fortune* during the Depression, in Washington as Librarian of Congress, and the formation of UNESCO following World War II. But, as MacLeish noted in the book's introduction, "No matter where the interview starts, it is bound to get to the perennial and perpetual problem of the name and nature of poetry. The relationship between poetry and reality is a problem ... and a theme I am always working toward."

The centennial of MacLeish's birth was May 7, and a major tribute was held at the college. The New England premiere of MacLeish's revised play *Scratch* was performed three nights in the Sloan Theater. The play, adapted from Stephen Vincent Benet's *The Devil and Daniel Webster*, was panned following its New York debut, and subsequently revised (but rarely performed since) by MacLeish. The title role was played by H. James Godwin, making one of his rare stage appearances as the Devil who is finally out-talked by Daniel Webster. Godwin has produced numerous productions since becoming director of theater at GCC in 1977.

Appearing as his nemesis Deniel Webster was Professor Emeritus Drabek. Drabek, who was a member of the GCC faculty for 28 years, is president of the Friends of the Archibald MacLeish Collection at the



Archibald MacLeish shortly after World War I.
(from the MacLeish Collection)

college and was in charge of this year's centennial celebration.

The April 30-May 3 tribute also included a reception for Scott Donaldson, author of a newly released biography of MacLeish published by Houghton Mifflin, and readings by such literary luminaries as poet Richard Wilbur and author Jill Ker Conway.

First Tech-Prep agreement signed

Officials at GCC, Smith Vocational School in Northampton and Franklin County Technical School in Turners Falls have signed the first joint admissions program between the state's community colleges and vocational-technical schools. Under the May 11 agreement, signed by GCC President Katherine Sloan and Superintendents Steven Johnson of Smith Vocational and David Filkins of Franklin County Tech, students at either vocational school who complete appropriate coursework in their junior and senior years will be guaranteed admission to several two-year certificate programs at GCC.

Areas of study covered by the agreement are computer information systems with both Franklin County Technical School and

Smith Vocational, early childhood education with Franklin County Tech, and manufacturing with Smith Vocational.

The agreement is part of the "Tech-Prep" vocational-technical program created by the federal government in 1990. Tech-Prep programs are intended to be highly organized and sequenced learning experiences, combining academic and vocational technical skills carefully selected to eliminate redundancy and increase learning at all levels. At the heart of the program is the realization that most jobs that require post-secondary study now and in the future do not require a baccalaureate degree but rather specific skills that include academic as well as vocational-technical proficiency.

Herbert Hentz named director of diversity

Herbert Hentz has been named director of diversity and assistant director of admissions. As director of diversity, his responsibilities include serving as the college's affirmative action officer, advising the president on issues of multiculturalism, and coordinating the college's efforts to meet its objectives of providing equality of opportunity in employment and educational activities. He is working with the college's senior administrative and academic officers in formulating and pursuing specific diversity goals. Most of his admissions work is in Hampshire County.

Hentz recently served as the director of equal employment opportunity and affirmative action for the Massachusetts Bay Transportation Authority, where he monitored personnel and contract compliance. He previously served ten years as an assistant to the president of Brandeis University, where he was primarily responsible for the university's equal opportunity and affirmative action programs. Prior to that, he was an assistant director of admissions at Brandeis, largely responsible for minority recruitment.

Hentz spent ten years in social service organizations before entering a career in

higher education. He was instrumental in developing several youth leadership organizations in New York City. He does consulting work in human relations, leadership training, equal employment training and sexual harassment.

Hentz is a past president of the Association of Affirmative Action Professionals. He is a former New England Regional Director of the American Association for Affirmative Action. He has received many awards and recognition, including a nomination to *Who's Who Among Black Americans*. He is a member of the board of directors of the Boston Guild for the Hard of Hearing, and a former member of the Governor's Advisory Board on Affirmative Action.

Hentz is a member of the faculty of Bentley College's School of Continuing and Professional Studies, where he teaches EEO and affirmative action in the human resources management certificate program. He is a graduate of Wilberforce University, the nation's oldest black owned and operated institution, and did graduate work at Columbia University's Teachers College.

"We are pleased to have someone with



Herb's talents and experience come to Greenfield Community College," said President Katherine Sloan in announcing the appointment. "Herb's presence will go a long way toward fulfilling our institutional commitment to achieving diversity among our faculty, student body and staff, as well as in our curriculum."

Joint admissions plan will guarantee entry into certain University of Massachusetts programs

Beginning in September, students entering Greenfield Community College can participate in a new Joint Admissions Program with the University of Massachusetts at Amherst. The program guarantees participating students admission to the University school or college of their choice, provided they graduate from a comparable transfer program at GCC with a cumulative grade point average of 2.50 or higher.

Participating students are subject to the program requirements in effect at the University when they matriculate at GCC and must earn their associate degrees at GCC within five years of matriculation.

"Comparable transfer programs" at GCC are liberal arts, business administration transfer and engineering science. Other transfer programs will be included at a later

date. The schools or colleges at UMass that GCC students are guaranteed admission to under the Joint Admissions Program are the College of Arts and Sciences, the School of Management and the College of Engineering.

The program will provide students with great flexibility as they consider continuing their education beyond the associate degree. Students who sign up for the program will not be obligated to attend UMass, and they will be able to transfer to institutions. They can still transfer to UMass without participating in the Joint Admissions Program, but will not be guaranteed admission to the school or college of their choice at UMass.

"The real strength of this program will be the joint advising," said Larry Dean, assistant dean of student records and research. Advisors from UMass will give program

participants information on course offerings and graduation requirements while they're still at GCC, reinforcing the course selection advice they get from GCC faculty and staff.

The Joint Admissions Program complements the Commonwealth Transfer Compact, which ensures the transfer of credit from GCC to the University.

"The Joint Admissions Program will make transfer to the University an easier and more attractive option for our students," said President Katherine Sloan in announcing the plan. "In an era of limited budgets and increased competition for students, this type of collaboration should serve as a model for public colleges across the state."

Bunker Hill, Holyoke, Middlesex and North Shore community colleges are also participating in the Joint Admissions Program.

Colleen Johnston directs Foundation, alumni relations

Colleen C. Johnston of South Hadley is the new director of the Greenfield Community Foundation and director of alumni relations.

Johnston will organize Foundation activities and manage its annual fund drive. In addition, she will develop and coordinate new fundraising strategies and programs for the Foundation. As director of alumni relations, Johnston will work closely with an alumni council in creating and promoting events for graduates of the college.

From 1987 until her appointment at GCC, Johnston was a major gift officer for Mount Holyoke College's recently completed \$139.4 million campaign. She was associate director of annual giving at Mount Holyoke in 1986. Prior to Mount Holyoke, Johnston was director of external affairs at the Montclair Kimberly Academy in New Jersey. She was director of alumni relations at Willamette University in Salem, OR, from 1981 to 1984, and was director of development at Mercy High School in San Francisco from 1977 to 1981. She has a bachelor's degree from Holy Names College in Oakland, CA.

"Colleen brings outstanding experience to her position as director," said Foundation President Patricia Allen in announcing the appointment. "Her energy, enthusiasm and organizational abilities will greatly enhance our entire fundraising program. In an era of declining state appropriations to the college, Colleen's talents are needed more than ever."

"Colleen's arrival clearly strengthens



the Foundation's ability to raise funds that support the college," said President Katherine Sloan. "In the past, the Foundation has been instrumental in providing funds for student scholarships, faculty development and for such capital expenditures as refurbishing our theatre and television studio. "Under Colleen's leadership we look for even stronger support from the Foundation. At the same time, her work with the alumni promises to involve them in meaningful ways in the life of the college. We are committed to maintaining strong ties with our students after they have left the college, and Colleen's appointment is a necessary step in that direction."

Spring enrollment at all-time high

Enrollment in the day division was 1,772 for the spring semester, an all-time high. The number represented a 5 percent increase from a year ago. Students registered for 18,423 credits, up about 7 percent, from 17,254 last January.

The numbers were even more impressive because spring semester enrollment is typically lower than the fall's, says Assistant Dean of Student Records and Research Lawrence Dean, while this spring's total was higher than the 1,751 who were enrolled in September. The Division of Continuing Education also reported an increase in enrollment. Evening credit courses had 566 students enrolled compared to 554 a year ago.

"This indicates the importance of being able to provide sound educational experiences and retraining opportunities, especially during difficult economic times," said President Katherine Sloan about the record enrollment. "It's becoming clearer and clearer that high school diplomas are not enough in today's job market; most jobs now require at least some college experience."

"The role community colleges can play in revitalizing the economy makes it critical that we maintain relatively low student costs in the next few years. We're concerned about any attempt by Governor Weld or the legislature to pass more costs on to students."

She encourages alumni to 'stop by and visit'

Alumni are invited to visit a newly established office on the second level of the college, directly behind the Division of Continuing Education. New Director of Alumni Relations Colleen Johnston encourages people to call ahead when possible (774-3131, extension 271), or else just stop by and visit. The alumni office will maintain a guest book for visitors to list current addresses and phone numbers and to let alumni indicate the types of events they would like to see at the college.

Johnston is particularly interested in obtaining old photographs and other memorabilia to help decorate a bulletin board depicting student life over the college's first 30 years.

Within the next few months there will be "several other opportunities for alumni to come to the aid of their college," she says. These include:

- The Office of Cooperative Education is continually looking for potential employers to work with current students who want and need to get a taste of business in the area.

- Students want to meet with alumni who can serve as mentors and share their experiences of transition and change since leaving the college.

- The board of trustees of Greenfield Community College wants to have alumni representation in its ranks. (*See nomination form on the back page.*)

- The community and Franklin County Chamber of Commerce welcomes alumni involvement in such activities as the annual Balloon Fair held on campus July 10-12.

- The college wants to know how things are going for alumni now and to hear "some of the reasons GCC made a significant difference in your life," says Johnston.

GCC needs its alumni to become involved in its life today in tangible and practical ways with students, she says, and in providing the annual unrestricted financial support so desperately needed for student financial aid and continued excellent educational experiences.

"Please call and/or come in and share your questions, comments and concerns," says Johnston. "GCC needs you!"

GCC ALUMNI ASSOCIATION

ANNUAL MEETING AND ELECTIONS

Alumni status is conferred upon all who complete 24 credits at GCC

The annual meeting of the Greenfield Community College Alumni Association will be held on **Friday, July 10, at 7 p.m.** in conjunction with the Franklin County Chamber of Commerce annual Balloon Fair. Elections for the officers of the association and the alumni member of the board of trustees will be held on campus in the Sloan Theater.

Nominations are solicited for the Alumni Trustee, one of 11 members of the Board of Trustees of Greenfield College, a body that establishes and reviews the college's educational and fiscal policies in accordance with state guidelines. Duties include attending bimonthly meetings, serving on trustee committees, acting as a liaison between the trustees and the alumni association, and participating in a number of college events and activities. The Alumni Trustee serves a five-year term.

Please send nomination form to Colleen Johnston, director of alumni relations,
Greenfield Community College, 1 College Dr., Greenfield, MA 01301 **by Wednesday, July 8.**
Alumni are encouraged to nominate themselves or another person.

GREENFIELD COMMUNITY COLLEGE ALUMNI TRUSTEE NOMINATING FORM

Please accept the following nominee for the position of alumni trustee:

Name: _____ Phone (if known): _____

Address (if known): _____

I recommend the nominee listed above because (include special talents, training or accomplishments, community activities and any special involvement with GCC): _____

I am willing to serve as a reference for the above nominee:

Name: _____ Phone: _____

Address: _____



Alumni are also invited to visit the GCC food booth, proceeds to benefit student scholarships, at the annual Balloon Fair, held on campus from 5 p.m. to 9 p.m. Come to enjoy the entire event! The balloon launch is scheduled for 6 p.m., weather permitting.